

## **Programme Specification**

### **BSc (Hons) Animal Conservation (top up)**

**To start September 2015**

Valid from: September 2013

**Oxford Brookes, Faculty of Health and Life Sciences  
and  
Bridgwater College, Land-based, Sports and Services**

## SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Bridgwater College, Cannington Centre
Final award:	BSc (Hons)
Programme title:	Animal Conservation (top up)
Interim exit awards and award titles:	n/a
Brookes programme code:	BW17
UCAS/UKPASS code:	TBC
JACS code:	TBC
Mode of delivery:	Face to face
Mode/s of study:	FT
Language of study:	English
Relevant QAA subject benchmark statement/s:	Subject Benchmark Statements; <ul style="list-style-type: none"><li>• Agriculture, horticulture, forestry, food and consumer sciences (2009);</li><li>• Biosciences (2007);</li><li>• Earth sciences, environmental sciences and environmental studies (2007).</li></ul>
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	n/a
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	January 2013 v1.1

## **SECTION 2: OVERVIEW AND PROGRAMME AIMS**

### **2.1 Rationale for/distinctiveness of the programme**

The BSc (Hons) in Animal Conservation (top up) aims to provide students with a learning environment which promotes the theoretical and practical aspects of the management of animal populations and ecosystems through the development of ecological surveying, environmental control and education. Current threats to conservation through ecological and man-made pressures are also evaluated.

A key feature of the programme is the emphasis on practical opportunities for work based learning which takes advantage of the college's close links to the animal conservation industry (both environmental and zoological). In addition practical learning is facilitated through excellent animal management facilities (animal management unit, equine centre and college farm) and the proximity to a wide range of external natural resources and habitats (including the Somerset levels, Jurassic coastline, Exmoor/Dartmoor and Steart Peninsula (EA/WWT)). Students are encouraged to broaden their education by undertaking conferences, day trips, study tours and visits aboard that are offered by the college to enhance their experience in this area of learning.

The BSc (Hons) will enable students to develop interpersonal skills which will enable graduates to be critically informed and resourceful individuals that are aware of the wider impact of land-based activities on the environment, society and organisational stakeholders.

### **2.2 Aim/s of the programme**

The programme aims to:

- Provide an integrative framework for animal conservation allowing the development of graduates that are competent in managing animal populations and habitats with the ability to apply the appropriate tools and techniques to support the identification, monitoring and management of a range of species;
- Develop graduate with the ability to research, evaluate and criticise ecological and man-made threats to animal populations and ecosystems;
- Apply and evaluate the appropriate management tools and techniques used to educate individuals and societies within a range of animal conservation contexts;
- Provide a critical evaluation of the ethical and legislative implications of a range of animal conservation issues within a variety of environmental and industrial contexts;
- Provide flexibility in programme content and emphasis;
- Provide an awareness of the dynamic nature of the subject resulting from rapid modern developments in research findings and applications;
- Provide a range of teaching and learning experiences to help focus student career aspirations and decision making as responsible member's of society and industry;
- Facilitate personal development to improve student competency in a range of graduate attributes;
- Facilitate work-based learning through research by providing students opportunities to interact with industry and potential employers;
- Provide opportunities for international study abroad.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

### Knowledge, understanding and skills:

#### 1. *Academic literacy*

- a. Assess the relationships amongst the key concepts and practices in conservation and management of individuals, species, populations and ecosystems;
- b. Select, apply and evaluate practical and analytical methods used in animal conservation;
- c. Propose and assess the central roles of animal conservation in ethical and legislative contexts;
- d. Explain and interpret the processes that affect animal biodiversity and ecology and integrate them into a conservation programme;
- e. Explain key perceptions in animal conservation and evaluate their implications within an environmental and industrial context;
- f. Appraise key legislation and models of conservation management.

#### 2. *Research literacy*

- a. Research, review and assess information from primary research sources;
- b. Devise, conduct and evaluate studies to investigate animal conservation issues;
- c. Observe, gather and interpret evidence in the animal conservation domain to support findings and hypotheses;
- d. Apply numerical problem-solving skills to interpret findings within an animal conservation context;
- e. Formulate research reports formatted to publication standard.

#### 3. *Critical self-awareness and personal literacy*

- a. Demonstrate confidence and flexibility as independent learners to enhance employability;
- b. Work productively with others, taking leadership and supportive roles;
- c. Communicate ideas and findings, both verbally and in writing, with clarity and in a manner appropriate to diverse audiences;
- d. Reflect on outcomes in order to evaluate the performance of oneself and others.

#### 4. *Digital and information literacy*

- a. Use information technology to gather, evaluate, interpret and integrate ideas and evidence to support findings and hypotheses;
- b. Choose and manage digital data handling tools in the context of animal conservation.

#### 5. *Global citizenship*

- a. Critically evaluate the major contributions of animal conservation to the welfare and development of society both locally and globally;
- b. Assess, value and adapt to differences in perceptions of the physical and animal environment between different individuals, cultures, industry and sectors of society.

## SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

### 4.1 Programme structure and requirements:

*Appendix 1 contains overview of full time semester pathways.*

#### PROGRAMME STRUCTURE

##### BSc (Hons) Animal Conservation (top up)

###### Level 6

###### Core Modules (Compulsory);

Dissertation (30)

Pollution and Conservation:  
Principles and Techniques  
(30)

Visitor Management and  
Education (15)

Wildlife Conservation and  
Biodiversity (15)

Advanced Ecological Survey  
Techniques (15)

###### Option Modules;

###### Choose 1 of the following:

Current Affairs (15)

OR

Aquatic Ecology and  
Conservation (15)

###### Exit Qualification:

BSc (Hons) Animal  
Conservation (top up)

Requires 120 credits at  
Level 6

### 4.2 Professional requirements

Not applicable.

## **SECTION 5: PROGRAMME DELIVERY**

### **5.1 Teaching, Learning and Assessment**

Over the programme of the BSc (Hons) in Animal Conservation (top up) full time students will study 6 modules over 2 semesters (Appendix 1). Most modules run for a single semester, though some are double modules that will normally run over a whole year.

The teaching methods used on modules are varied and informed by contemporary practice in science teaching in higher education. All modules make use of the Bridgwater College Virtual Learning Environment (typically for locating programme and module resources, but also for discussion forums, collaborative information gathering, journal logs and coursework submissions and feedback). Most modules make use of lectures (on average 22 hours for a single credit module) to provide a framework for learning and for introducing more difficult concepts. Practical work and fieldwork (on average 12 hours for a single credit module) are also key features of most modules, enhancing learning and enabling to develop the skills needed for a relevant career. Other teaching methods include seminar discussions or debates, one-to-one or small group tutorials and problem-solving workshops. Reflective learning is encouraged through use of self, peer and staff formative feedback on assignments, group work and dissertation work. All these activities develop critical self-awareness and personal literacy.

The assessment for modules is either based on performance in coursework and examination or coursework only. Coursework assignments are diverse and support the development of digital and information literacy. Assignments may include essays, laboratory and field notebooks, practical reports, video diaries, seminar and poster presentations, data analysis and problem-solving exercises. Where assessments include examinations, these will be timetabled at the end of the module.

Co-ordinated implementation of the University Assessment Compact is designed to ensure that students progress towards meeting programme outcomes while experiencing diversity and balance in assessment practice within and between modules and equity in module workloads. Bridgwater College is committed to providing students with clear assessment criteria, and useful and timely feedback on all their work.

Discussions between programme staff have ensured that programmes are characterised by an appropriate breadth and depth of content that is informed by relevant benchmark statements, the requirements of accrediting bodies and the latest research. The quality of academic provision for students is assessed regularly by programme teams, principally through annual student evaluation of each module, and through critical evaluation of the annual external examiner reports. Dissemination and encouragement of good practice is facilitated through staff development activities undertaken in industry, through Bridgwater College internal CPD programmes and at Oxford Brookes.

Knowledge and understanding in many areas of animal management represented by this programme are rapidly advancing. Staff ensure that their teaching is kept up-to-date by integrating, where appropriate, the latest research findings in their lectures. CPD is undertaken within industry and future collaborations with research staff at Oxford Brookes is to be investigated. Articles from primary research journals are featured in student reading lists and students are encouraged to use primary research journals in preparing assignments. Students also have the opportunity to attend research-focused seminars delivered by invited speakers. These activities ensure the development of Academic literacy.

Research literacy is widely taught and practised, and students will be able to develop a research-orientation to their studies through the experimental design, research and analysis of dissertation topics at level 6. Dissertations completed with industry are encouraged.

Global citizenship is encouraged and nurtured in our programme in a number of ways: the use in teaching of international text books and journals that expose UK students to non-UK perspectives; study abroad opportunities; guest speakers and conferences expose students to different cultural perspectives; the presence of international students on our programmes; and the inclusion of a ‘visitor management and education’ and optional ‘current affairs’ module at level 6 encourages students to think beyond their ethical and cultural perspectives.

The programme handbook provides a further commentary for students on how the Graduate Attributes (Academic literacy, Research literacy, Critical self-awareness and personal literacy, Digital and information literacy, Global citizenship) are developed through the programme. In addition, students will have tutorial discussions with their academic tutor, particularly in their first year, which will focus on identifying module content and activities leading to their acquisition of Graduate Attributes, and their experience of them.

## **5.2 Assessment regulations**

The programme conforms to the Oxford Brookes University B2. Undergraduate Modular Programme Regulations (<http://www.brookes.ac.uk/uniregulations/current/specific/documents/umpregulations.pdf>).

# **SECTION 6: ADMISSIONS**

## **6.1 Entry criteria**

Entrants to the programme should normally possess a pass in an HND or FdSc in a related subject area.

### **English Language Requirements.**

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as:

- British Council IELTS: normally minimum level 6.0 overall with a minimum of 6.0 in the reading and writing components;
- TOEFL minim score of 550 paper-based or 213 computer based or 80 internet based.

## **6.2 CRB checks**

Not applicable.

## SECTION 7: STUDENT SUPPORT AND GUIDANCE

Bridgwater College operates a proactive approach to personal tutoring; a system similar to that seen in the Oxford Brookes Personal and Academic Support System (PASS). It recognises that students need to make various adjustments as they move into higher education, whether from school or employment.

The system encompasses five elements:

- an induction process
- a structured group and individual tutorial programme
- an academic tutor who will help the students to plan their BSc (Hons) programme and future career
- interaction with other students on the programme.
- a promonitor/proportal system that allows individuals/tutors/programme managers to monitor student progress,

Firstly, an induction process is planned where initial programme expectations, rules and regulations (via handbooks), enrolment and team building activities are undertaken in the week prior to commencing the programme. This helps students gain an understanding of what the programme involves and allows them to interact with their peers. Late enrollers are given a shorter but none the less comprehensive induction.

Secondly, regular seminars covering a wide range of subjects including transferable skills, research skills, understanding assessment criteria and making the most of coursework feedback are planned throughout the academic year. Tutors monitor student progress regularly in 1:1 tutorials to check that they are maximising their potential. If they experience academic difficulties we can arrange for them to receive academic mentoring support. The promonitor (tutors) and proportal (student) systems allow tracking of both learner profiles and academic progress. For students, access to programme information, planning as regards strengths and developments, records of tutor meetings, attendance, SMART targets and academic grade profiles are available within their own individual system accessible via the college VLE. For tutors, access to the student profile plus risk indicators and an outline of additional learning support is key to monitoring student progress and achievement. Close links between specific learning difficulty (SpLD) co-ordinators and tutors is utilised on a regular basis for tracking students with additional learning needs. If students are faced with challenges that affect their ability to study, such as illness, bereavement, depression, financial difficulties or accommodation issues, we will work with them in finding a way forward.

Thirdly, careers advice (academic and employment) is provided though-out the programme and within the academic tutorial programme.

There are also a number of general support services both at Bridgwater College and Oxford Brookes that the students will have access to, including learning and personal support services. These range from programme liaison managers, support co-ordinators, mental health team to specialist subject librarians, career advisers and other learning support staff all designed to ensure that students get the best out of their studies.

## **SECTION 8: GRADUATE EMPLOYABILITY**

The skills and knowledge gained on this programme are directly relevant to a number of careers in the area of animal conservation. Many of our graduates will find employment with environmental or conservation based organisations, zoological collections or wildlife rehabilitation organisations.

An Animal Conservation degree also offers an excellent general university education and can provide a gateway to careers in management, journalism, the media and leisure industry.

Graduates can progress to a variety of MSc programmes or PhD research to develop key areas of interest.

## **SECTION 9: LINKS WITH EMPLOYERS**

Bridgwater College recognises and understands the importance and value of work based learning in enhancing academic standards and the learning opportunities for students. Students also benefit from increased employability prospects, or if already in employment it equips them with and develops their professional skills. In recent years the college has therefore implemented a clear policy and guidance on work based learning to ensure staff, students and employers work together to provide the best possible experience.

Within the proposed BSc (Hons) Animal Conservation ((top up)) qualification research undertaken with industry is encouraged within the dissertation to develop industrial skills.

The college has excellent links with a variety of industries through a network of work-based learning providers. These industries are invited to become part of an education advisory panel (bi-annual meetings), where feedback from industry on graduate skills is gained. Visiting speakers from relevant industries/professions also help create links with potential employers and are encouraged throughout all the modules. Day trips and study tours to a variety of organisations allows students to have the opportunity to interact with industry. Conference visits also allows interaction with the academic community.

## SECTION 10: QUALITY MANAGEMENT

### Indicators of quality/methods for evaluating the quality of provision

The programme adheres to the nationally accepted nationally accepted subject benchmark statements to include;

- Agriculture, horticulture, forestry, food and consumer sciences (2009);
- Biosciences (2007);
- Earth sciences, environmental sciences and environmental studies (2007).

Other indicators of quality are:

- Annual evaluations of the programme by the External Examiner;
- Feedback from students in the annual evaluations and at the end of each module;
- Employment success rate of current and past graduates;
- Feedback obtained from the companies who employ our students;
- National Student Survey (NSS) for final year students
- The College's HE Student Survey for first and second year students

The programme also conforms to the structure and regulations of the University's Foundation Degree Framework. The programme is subject to Annual Review and University quality assurance procedures

## Appendix 1.

**\*\*Module codes to be added**

Note: module credit value in brackets

### Level 6

Semester 1	Semester 2
Dissertation (30)	
Pollution and Conservation: Principles and Techniques (30)	
Advanced Ecological Survey Techniques(15)	Wildlife Conservation and Biodiversity (15)
Visitor Management and Education (15)	<b><i>Option; select 1 from 2;</i></b> Current Affairs (15) Or Aquatic Ecology and Conservation (15)

**Total 120 credits**